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ABSTRACT

This curriculum guide is one of nine such guides developed for an Alberta high school business education program. Its content covers the main subject area or strand of typewriting. Subject to the constraints outlined in the guide, the modules are to be formatted into three- or four-credit courses within each strand. Introductory materials include a business education program philosophy, a list of learning principles applied to business education, a list of program objectives, a schematic overview of a business education high school program, course sequences, guidelines for structuring business education courses, and a business education matrix. These materials specifically for typewriting 10-20-30 follow: an introduction, objectives, and a flowchart of modules. These components are provided for each of the 14 modules: purpose and a chart that correlates topics with learning tasks and teaching notes. Module topics are keyboarding; keyboarding, centering, and tabulation; letters and essays; reports; letters and tables; manuscripts; tables, business forms, and financial reports; business correspondence; specialized production applications; production projects and review; professional applications I and II; and simulation I and II. The guide also contains guidelines for student evaluation, lists of basic and recommended learning resources, and a correlation of course content with learning resources. (YLB)

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1985

BUSINESS EDUCATION CURRICULUM GUIDE

TYPEWRITING 10-20-30

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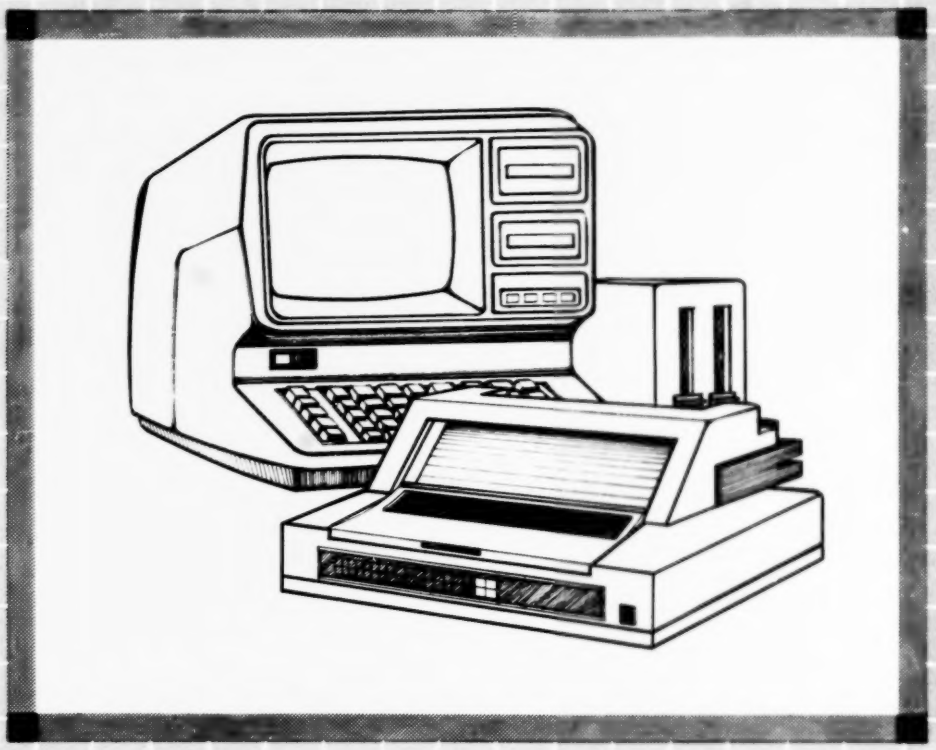

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TYPEWRITING 10-20-30
CURRICULUM GUIDE

1985

NOTICE TO TEACHERS

This Curriculum Guide is subject to review and revision, in keeping with any revision to the Business Education curricula which may occur as a result of the Secondary Education Policy Statement, June 12, 1985.

Alberta
EDUCATION

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NOTE: This publication is a service document. The advice and direction offered is not prescriptive except where it duplicates or paraphrases the content of the Program of Studies. In these instances, the content is in the same distinctive manner as is this notice so that the reader may readily identify all prescriptive statements or segments of the document.

Mandatory implementation of the program is September, 1985.

ALBERTA EDUCATION PUBLICATIONS

The following service publications and prescriptive documents are available from Alberta Education to administrators and business education teachers.

From Curriculum Branch, Program Development Division

1. Program of Studies
2. Junior-Senior High School Handbook
3. Accounting 10-20-30 Curriculum Guide
4. Basic Business 20-30 Curriculum Guide
5. Computer Processing 10-20-30 Curriculum Guide
6. Law 20-30 Curriculum Guide
7. Marketing 20-30 Curriculum Guide
8. Office Procedures 20-30 Curriculum Guide
9. Shorthand 20-30 Curriculum Guide
10. Typewriting 10-20-30 Curriculum Guide
11. Optional (Business Education 10-20-30) Curriculum Guide
    - 11.1 Record Keeping 10
    - 11.2 Business Calculation 20
    - 11.3 Business Communication 20
    - 11.4 Dicta Typing 20
    - 11.5 Word Processing 30
12. Junior High School Typewriting Curriculum Guide, 1973
13. Accounting 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
14. Basic Business 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
15. Computer Processing 10-20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
16. Law 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
17. Marketing 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
18. Office Procedures 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
19. Shorthand 20-30 Curriculum Implementation Manual for Teachers (published December, 1985)
20. Typewriting 10-20-30 Curriculum Implementation Manual for Teachers (published June, 1986)

From School Book Branch

1. School Book Branch Catalogue

For further information, contact Curriculum Branch (Program Development Division) or Edmonton or Calgary Regional Offices (Program Delivery Division).

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PROGRAM PHILOSOPHY

Business Education is an interdisciplinary study of the principles, procedures and technologies within the business environment and thus plays a significant role in meeting the Goals of Schooling and Goals of Education in Alberta Schools. Within this program a student has the opportunity to learn more about the role of a future participant within a productive society and to build a framework for a successful career. The knowledge, skills, attitudes and habits expected in business assist students, upon completion of high school, to respond to the opportunities and expectations of the world of work.

The development of the individual's potential in the areas of psychomotor, affective and cognitive domains is central to learning and instruction. Individuals discover themselves and realize their potential by interacting with ideas, technology and people. The world of business is an appropriate focus for this interaction.

Presented from the dual viewpoint of the individual as a consumer within the marketplace and a participant within the production cycle, the content within the Business Education Program provides for development of:

1. Skills and knowledge all citizens need to successfully participate in the business world,

2. Skills for immediate job entry, and

3. Skills and knowledge supportive of a business-related post-secondary program.

The continuum of experiences within the business education program starts with exploratory activities in junior high school and expands in scope and depth at the high school level. The program can meet the three general objectives while providing viable alternatives and challenge for students of all levels of ability and interests. The relevance of the program is further enhanced through the integration of technology and related practices throughout the program, helping prepare the student for the information age.

LEARNING PRINCIPLES

Business Education courses incorporate the following learning principles:

1. Student learning should move from the level of prior knowledge through the course objectives at a rate governed by the students' aptitude and attitude. Learning will be maximized in environments where student initiative is encouraged and the learning environment is non-threatening and considered relevant to the learner.

2. Since students learn in different ways, a variety of methodologies and presentations should be used to meet the various learning styles of the individual. Presenting content in a variety of contexts reinforces the students's ability to apply the concept in a variety of circumstances and in an appropriate manner.

3. Personal learning goals should reflect the broader objectives of the program. Establishing a learning environment wherein self-analysis and personal evaluation are promoted encourages confidence, decision making, self-motivation, and critical thinking skills.

4. Skills development is promoted through appropriately structured learning experiences which may or may not include necessary repetition and the application of tasks that are relevant to future experiences. Development of skills is only part of the learning process. Students must understand when and how to apply these skills.

5. Establishing opportunities for success and building on the positive influence of rewards develops self confidence and motivation.

PROGRAM OBJECTIVES

Senior High School

The business education curriculum provides education ABOUT business for ALL students in order that they become informed citizens, and education FOR business for SOME students in order that they become effective workers. More specifically, the purpose of the program is:

1. To provide a meaningful study of the business environment including the ideas, people, and technology of business.

2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.

3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.

4. To develop acceptable communication and interpersonal skills.

5. To develop the thinking strategies and problem-solving abilities of students.

6. To provide an opportunity for students to relate and apply learnings in business education to other areas of study.

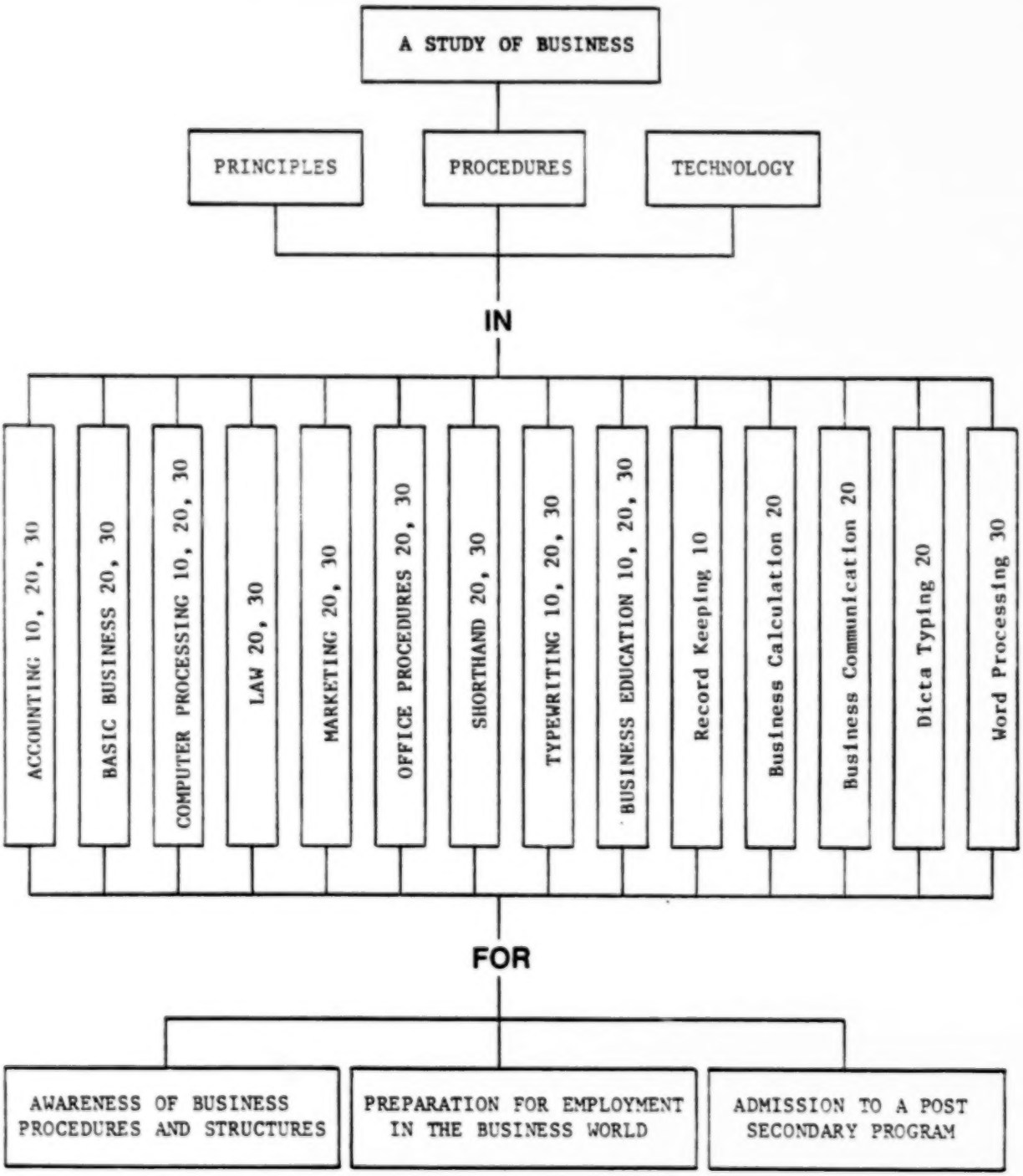
7. To expose students to the business environment for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.

8. To provide for a general understanding of business and the development of skills for personal use.

9. To provide background skills and knowledge for specialization in business and/or admission to post-secondary programs.

10. To prepare for job entry upon completion of high school and for future advancement in business.

SCHEMATIC OVERVIEW OF PROGRAM



COURSE SEQUENCES

Courses listed on the same line and to the left indicate a prerequisite. The maximum credits available to a student for use on a high school diploma is shown in the left column. Whether the course may be offered for 3 and/or 5 credits is shown in brackets following the course name. Some courses have additional prerequisites. These are indicated with solid lines.[1]

Maximum Credits			
13	1501 Accounting 10 ..... (3)(5)	2501 Accounting 20 ..... (3)(5)	3500 Accounting 30 ..... (5)
15[3]	1527 Computer Processing 10 ..... (3)(5)	2527 Computer Processing 20[2] ..... (3)(5)	3527 Computer Processing 30 ..... (3)(5)
10		2541 Basic Business 20 ..... (3)(5)	3541 Basic Business 30 ..... (3)(5)
30	1542 Business Education 10 ..... (3)(5)(10)	2542 Business Education 20 ..... (3)(5)(10)	3542 Business Education 30 ..... (3)(5)(10)
3	1550 Record Keeping 10 ..... (3)		
3		2566 Dicta Typing 20 ..... (3)	
15	*1565 Typewriting 10 ..... (3)(5)	2565 Typewriting 20 ..... (3)(5)	3565 Typewriting 30 ..... (5)
3			3567 Word Processing 30 ..... (3)
10		2555 Shorthand 20 ..... (3)(5)	3555 Shorthand 30 ..... (3)(5)
10		2545 Office Procedures 20 ..... (3)(5)	3545 Office Procedures 30 ..... (3)(5)
3		2543 Business Communication 20 ..... (3)	
3		2544 Business Calculation 20 ..... (3)	
10		2430 Law 20 ..... (3)(5)	3430 Law 30 ..... (3)(5)
10		2540 Marketing 20 ..... (3)(5)	3540 Marketing 30 ..... (3)(5)

[1] Please refer to the BUSINESS EDUCATION MANUAL FOR ADMINISTRATORS, COUNSELLORS, AND TEACHERS for criteria for module selection.

* Typewriting 10 is required for Dicta Typing 20; Typewriting 20 is required for Word Processing 30, Shorthand 30, and Office Procedures 30.

[2] Computer Literacy 10 may be used as an alternate prerequisite to Computer Processing 20.

[3] A student can take Computer Literacy 10 or Computer Processing 10, followed by Computer Processing 20 and then Computer Processing 30. However, the maximum number of credits available to a student in Computer Literacy and Computer Processing is fifteen (15).

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GUIDELINES FOR STRUCTURING BUSINESS EDUCATION COURSES

GENERAL GUIDELINES

The structure of the business education program allows schools to design courses to meet the specific needs of the students in that school. The content has been organized into sequenced and unsequenced modules organized under the following eight main subject areas or strands.

1. Accounting 10, 20, and 30
2. Basic Business 20 and 30
3. Computer Processing 10, 20, and 30
4. Law 20 and 30
5. Marketing 20 and 30
6. Office Procedures 20 and 30
7. Typewriting 10, 20, and 30
8. Shorthand 20 and 30

Subject to the constraints outlined in the curriculum guides, modules are to be formatted into 3- or 5-credit courses within each strand. Schools or school jurisdictions should designate 3 modules for a 3-credit course and 5 modules for a 5-credit course. The optional strand modules may be used to enhance the subject area strands or, alternatively, combined to form 3-credit courses.

The program to be offered should be established through consultation of teaching, guidance, and administrative personnel. In order to promote consistency between grade levels and establish appropriate standards for student evaluation, jurisdictions may wish to monitor the selection of modules. Care should be taken to ensure that students' programs do not repeat modules.

Course sequences are outlined in the yearly-published Junior-Senior High School Handbook. These course sequences are also listed on page 8. For further information regarding module sequences and equipment requirements, refer to the specific modules within the curriculum guides and/or the Business Education Manual for Administrators, Counsellors, and Teachers.

BUSINESS EDUCATION 10, 20, AND 30

In addition to or as an alternative to the courses designated under the subject strands, (i.e., Typewriting 20, Law 30, etc.) 3, 5, or 10 credits may be offered in each of Business Education 10, 20, and 30 to a maximum of 30 credits. Business Education 10, 20, or 30 courses are created by selecting a number of modules from the eight main subject strands as well as from the Optional strand. Elective modules within the subject strands may only be selected if students have taken the core modules identified in the strands. Business Education 10, 20, and 30 courses are sequential.

MINI COURSES

As an alternative to using the modules in the Optional strand to enhance subject area courses, modules from the Optional strand may be grouped together to form 3-credit courses as follows:

Record Keeping 10	-	(1) Record Keeping 1 (2) Record Keeping 2 (3) Record Keeping 3
Business Calculation 20	-	(4) Business Calculation 1 (5) Business Calculation 2 (6) Business Calculation 3
Business Communication 20	-	(7) Business Communication - Development (8) Business Communication - Practice (9) Business Communication - Integration
Dicta Typing 20	-	(12) Dicta Typing 1 (13) Dicta Typing 2 (16) Business Simulation
Word Processing 30	-	(14) Word Processing 1 (15) Word Processing 2 (16) Business Simulation

ENHANCEMENT: Use of Optional Modules

A subject strand course may be enhanced by including a module or modules from the Optional strand that supports the objective for a particular course. Inclusion of modules from subject strands other than Optional is not permissible. Not more than one Optional module may be included at each grade level in a 3-credit course, and not more than two optional modules may be included at each grade level in a 5-credit course. The Business Research and Business Simulation modules may, however, be used once in each subject strand provided that the topic is not duplicated. The Optional strand modules are:

1. Record Keeping 1
2. Record Keeping 2
3. Record Keeping 3
4. Business Calculation 1
5. Business Calculation 2
6. Business Calculation 3
7. Business Communication - Development
8. Business Communication - Practice
9. Business Communication - Integration
10. Business Research Project
11. Goal Setting and Career Development
12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

MATRIX

SUBJECT STRANDS

(13)* ACCOUNTING		(10)* BASIC BUSINESS		(15)* COMPUTER PROCESSING		(10)* LAW	
C 1. Basic Accounting Concepts		BB 20	C 1. Canadian Business	C 1. Computer Information Systems		LW 20	C 1. Nature of Law and the Civil Law System
C 2. Journalizing and Posting			C 2. Consumer Credit	E 2. Overview of Software			C 2. Contract Law
C 3. Completing the Accounting Cycle			C 3. Insurance	E 3. Applications: Data Entry			C 3. Family Law
C 4. Merchandise Accounting		BB 30	C 4. Economic Concepts	E 4. Applications: Word Processing		LW 30	C 4. Basic Rights and Responsibilities
C 5. End-of-Year Adjustments & 8-Column Worksheets			C 5. Small Business Management I	E 5. Applications: Computer Simulations			C 5. Labour Law
E 6. Optional Accounting Tasks			C 6. Management Techniques	E 6. Applications: Data Base			C 6. Property Law
E 7. Voucher System and End-of-Year Adjustments		ELECTIVE	E 7. Personal Financial Planning	E 7. Applications: Electronic Spread Sheet		ELECTIVE	E 7. Criminal Justice System
E 8. Departmentalized Tasks			E 8. Small Business Management II (Simulation)	E 8. Overview of Introductory Programming Language			E 8. Consumer Law
E 9. Partnership and Corporation Accounting				E 9. Fundamentals of Input/Output			E 9. Tort Law
E 10. Cost Accounting				E 10. Introduction to Advanced Computer Programming Techniques			E 10. Controversial Issues
E 11. Financial Analysis				E 11. Advanced Computer Programming Techniques			
E 12. Accounting Simulation I				E 12. Extended Programming Project			
E 13. Accounting Simulation II: Computerized Accounting				E 13. Introduction to Second Programming Language			
				E 14. Applications in Second Programming Language			
				E 15. Extended Project in Second Programming Language			
				E 16. Graphics			
				E 17. Systems Analysis and Program Development			
				E 18. Machine/Assembly Language			

(10)* MARKETING		(10)* OFFICE PROCEDURES	(10)* SHORTHAND	(15)* TYPEWRITING
MK 20	C 1. World of Marketing	C 1. Structure of the Business Office	C 1. Shorthand Theory 1	C 1. Keyboarding
	C 2. Advertising and Sales Promotion	E 2. Personnel in the Business Office	C 2. Shorthand Theory 2	C 2. Keyboarding, Centering and Tabulation
	C 3. Distribution of Goods and Services	E 3. Business Communication	C 3. Shorthand Theory 3	C 3. Letters and Essays
MK 30	C 4. Marketing Research	E 4. Records Management	E 4. Shorthand Theory, Dictation & Transcription 1	C 4. Reports
	C 5. Pricing and Financial Activities	E 5. Information Processing	E 5. Shorthand Theory, Dictation & Transcription 2	C 5. Letters & Tables
	C 6. Selling	E 6. Clerical Routines	E 6. Speed & Transcription Skill Building 1	C 6. Manuscripts
ELECTIVE	E 7. Display	E 7. Secretarial Routines	E 7. Speed & Transcription Skill Building 2	C 7. Tables, Business Forms & Financial Reports
	E 8. Purchasing & Controlling Merchandise	E 8. Office Specialties I	E 8. Speed & Transcription Skill Building 3	C 8. Business Correspondence
		E 9. Office Specialties II	E 9. Speed & Transcription Skill Building 4	E 9. Specialized Prod. Applications
		E 10. Office Simulation	E 10. Speed & Transcription Skill Building 5	E 10. Production Projects & Review
				E 11. Professional Applications I
				E 12. Professional Applications II
				E 13. Simulation I
				E 14. Simulation II

OPTIONAL

OPTIONAL
Subject to restrictions noted in the curriculum guides these optional modules may be used to enhance the subject strand courses
1 Record Keeping 1
2 Record Keeping 2
3 Record Keeping 3
4 Business Calculation 1
5 Business Calculation 2
6 Business Calculation 3
7 Business Communication — Development
8 Business Communication — Practice
9 Business Communication — Integration
10 Business Research Project
11 Goal Setting and Career Development
12 Dicta Typing 1
13 Dicta Typing 2
14 Word Processing 1
15 Word Processing 2
16 Business Simulation

MINI COURSES

(3)* RECORD KEEPING 10	(3)* BUSINESS CALCULATION 20	(3)* BUSINESS COMMUNICATION 20
C 1 Record Keeping 1	C 1 Business Calculation 1	C 1 Business Communication — Development
C 2 Record Keeping 2	C 2 Business Calculation 2	C 2 Business Communication — Practice
C 3 Record Keeping 3	C 3 Business Calculation 3	C 3 Business Communication — Integration

(3)* DICTA TYPING 20	(3)* WORD PROCESSING 30
C 1 Dicta Typing 1	C 1 Word Processing 1
C 2 Dicta Typing 2	C 2 Word Processing 2
C 3 Business Simulation	C 3 Business Simulation

BUSINESS EDUCATION 10-20-30

(30) BUSINESS EDUCATION 10-20-30
*Modules from any of the 8 subject strands and/or the Optional strand may be combined to form three, five or ten credit courses at the 10 20 or 30 level. The courses are sequential. Elective modules may only be included in a program when core modules have been completed. Care should be taken to ensure that student programs do not duplicate modules.

***Refers to maximum credits available.**

Note: Core modules are prerequisite to elective modules.

Code: C — Core
E — Elective

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TYPEWRITING 10-20-30

Introduction

Typewriting offers an opportunity for the student to develop the keyboarding and production skills that are valuable for personal use or vocational preparation. The introductory modules are structured to facilitate development of correct touch keyboarding techniques. These techniques are the foundation from which students build skills to efficiently produce a variety of transcripts in mailable form. Students expand their production skills by becoming efficient in the use of the equipment and building skill in editing and composition.

Objectives

The student will:

1. Assume good posture at the work station while demonstrating an ability to maintain correct finger control on the keyboard.

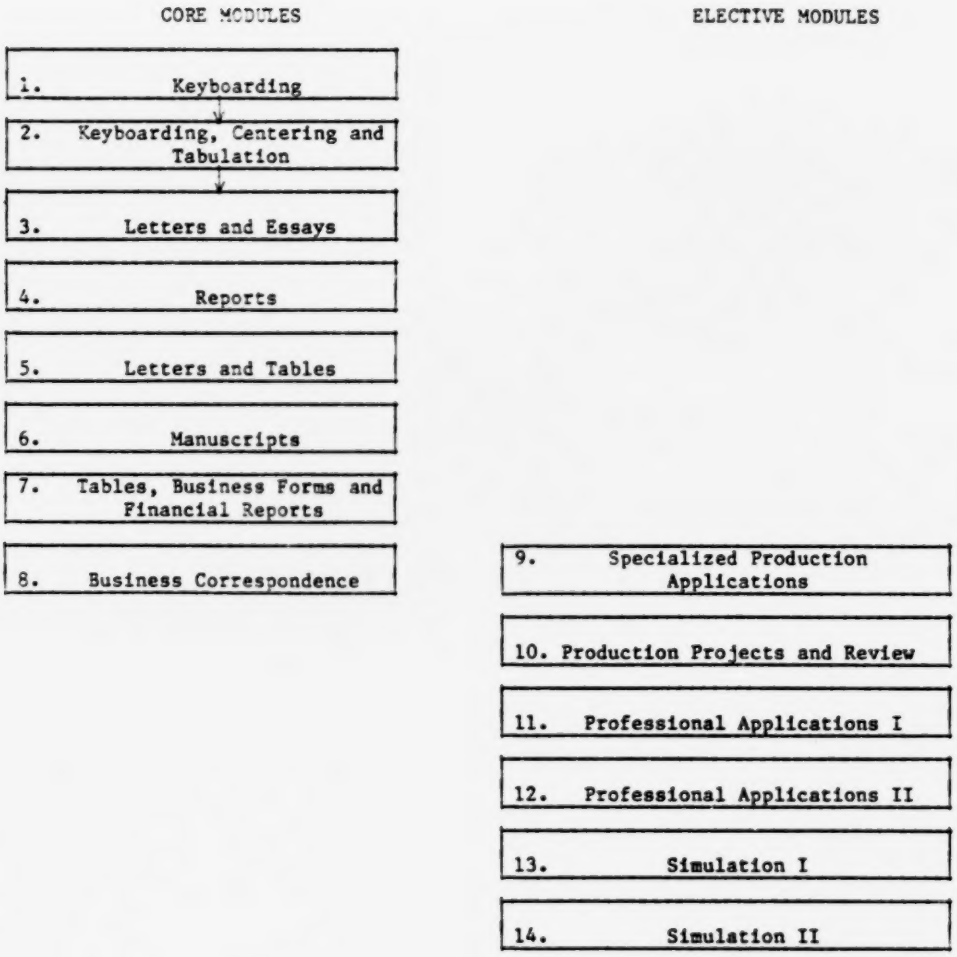
2. Select and use the various machine parts in an efficient and appropriate manner.

3. Compose and edit at the work station, demonstrating knowledge of correct language and production procedures.

4. Produce a variety of mailable copy from rough draft, unarranged, and unedited source material.

5. Demonstrate efficient work habits and a commitment to quality production.

FLOWCHART OF MODULES



Notes On Course Implementation

The Typewriting subject strand consists of 14 modules: 8 core and 6 elective. The core modules are prerequisite to the elective modules. Modules 11, 12, 13, and 14 are recommended for the 30 level.

The first three modules are prerequisite to Modules 4 and 5. Modules 4 and 5 are not sequential, but are prerequisite to Modules 6, 7, and 8. Modules 1 to 8 are prerequisite to Modules 9 to 14.

Although all modules can be offered on machines with text-editing capability, it is recommended that students have access to text-editing equipment for Modules 10 to 14.

Typewriting 30 may only be offered for 5 credits (5 modules). A maximum of 15 credits is available to a student in Typewriting 10-20-30. Modules from the "Optional" column which are recommended for integration are:

12. Dicta Typing 1
13. Dicta Typing 2
14. Word Processing 1
15. Word Processing 2
16. Business Simulation

Refer to individual modules for further information regarding equipment and/or prerequisites.

MODULE 1: KEYBOARDING

Status: Core

Purpose: To introduce the student to the keyboard and to develop the basic skill of touch typewriting.

Notes: It is recommended that all available classroom time be spent on drill and practice. Production work should not be introduced in Module 1.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
<u>Basic Techniques</u>		
Work Station	arrange the work station to suit individual needs	Post and use wall chart depicting keyboard, stroking, and home row.
	learn and demonstrate proper care of work station, equipment, and supplies	Demonstrate at a student's desk and at demonstration stand.
Technique Development	develop and demonstrate correct: - posture (hand, arm, body) - fingering - stroking technique	Show filmstrip or film demonstrating proper techniques.
	demonstrate proper insertion and removal of paper	
Use of Equipment	identify and properly use the parts of the work station that relate to paper handling and margin setting	
	use appropriate margin settings and vertical line settings	Post a picture of appropriate position at machine.
<u>Skill Development</u>		
Keyboard Mastery (alphabet and numbers)	locate and properly use all alphabetic and numeric keys, space bar, and shift keys	Use drill material other than that available in basic text.
	develop touch typing skills and accuracy at word, phrase, sentence, and paragraph level using alphabetic keys	blocked paragraphs
	improve keyboarding skills through short timed drills (12, 15, 30 seconds) on straight copy material (phrases, sentences)	It is recommended that the evaluation of keyboarding skills not exceed one-minute timings on straight copy material.

TOPIC	LEARNING TASKS	TEACHING NOTES
<u>Production Applications</u>		
Type Sizes and Styles	identify that there are different sizes of type	Review the type and style of print in use in the school (i.e., typewriter, dot matrix printer, daisy-wheel-type printer).
Editing Skills	develop an ability to recognize and mark typographical errors use correct spacing after punctuation marks use correct editing marks	

MODULE 2: KEYBOARDING, CENTERING AND TABULATION

Status: Core
Prerequisite: Module 1

Purpose: To improve a student's touch typing skills.

Notes: It is recommended that no more than 40% of the instructional time be spent on production typing.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
<u>Basic Techniques</u>		
Work Station	continue to demonstrate proper care of work station	Make technique check list available to students; post prominently.
	adjust typewriting station to suit individual needs	
Technique Development	demonstrate correct posture, paper handling techniques, and proper key stroking (entry) techniques	
	demonstrate efficient use of margin sets	
Use of Equipment	identify and properly use the various parts of the equipment that relate to format of output	
<u>Skill Development</u>		
Keyboard Mastery (symbols)	locate and properly use all symbol keys	Analyze student's typing error problems.
	expand touch typing skill and accuracy at word, phrase, sentence, and paragraph level for alphabetic and numeric keys	Use drill exercises in regular textbook and in specialized support materials. indented paragraphs
	improve keyboarding skill through short timed drills on straight copy material	- 12, 15, 30 second timings - phrases, sentences, short paragraphs
		It is recommended that the evaluation of keyboarding skills not exceed two-minute timings on straight copy material.

TOPIC	LEARNING TASKS	TEACHING NOTES
Production Applications		
Composition	develop skill in composition at the keyboard (word and phrase level)	
Editing Skills	develop skill in correct application of rules for comma use	
	recognize, mark, and correct typographical errors	Present complete list of proof-reader's marks.
	apply the rules of word division	
Centering	demonstrate horizontal and vertical centering skills using simple, spread, and block centering techniques	
	develop vertical centering skills using display material of variable line length on full and half sheets of paper	
	demonstrate centering skills of two or more columns of material which includes titles, subtitles, and column headings from typewritten, draft, and handwritten copy	
Outlines and Enumerations	demonstrate skill in producing outlines and enumerations from typewritten, draft, and handwritten copy	

MODULE 3: LETTERS AND ESSAYS

Status: Core
Prerequisite: Module 1

Purpose: To expand a student's keyboarding and production skill level through application of skills on letters, envelopes, and essays.

Notes: It is recommended that no more than 60% of classroom time be spent on production.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Basic Techniques		
Work Station	demonstrate proper care of work station and efficient use of machine service mechanisms	
Technique Development	demonstrate correct posture, efficient paper handling, and key entry techniques	
	demonstrate correct and efficient techniques in setting tab stops, line spacing, and appropriate margins	Define expectations in the work place.
Use of Equipment	explain the impact that dust, humidity, and static can have on the equipment and work environment	
	change ribbons, correction tapes, and/or type face	
	adjust paper for correct alignment	key words type on ruled lines
Skill Development		
Keyboard Mastery	improve touch typing skills and accuracy on phrase, sentence, and short paragraphs using alphabet, number, and symbol keys	
	improve keyboarding skills through timed drills for speed and accuracy	- 12-, 15-, 30-, and 60-second timings - phrases, sentences, paragraphs and service mechanisms
		It is recommended that the evaluation of keyboarding skill not exceed three-minute timings in straight copy material.

TOPIC	LEARNING TASKS	TEACHING NOTES
Error Correction	demonstrate error correction techniques	
	develop skill in correcting typewritten material	
	discuss the various correction techniques which can be used on manual, electric, electronic, and line printers	re-insert paper spread keyboard strokes condense keyboard strokes
Production Applications		
Editing Skills	apply editing skills through knowledge and application of capitalization rules	
	practise correct spelling through drills on commonly misspelled words	
	develop an awareness of the importance of mailability in production work	
Composition	develop skill in composition at the typewriter at sentence level	Provide students with key opening words and allow them to finish a sentence.
Personal and Personal-business Letters	demonstrate an approved style of letter format for personal letters	selection dependent on text
	be aware of how to make copies with carbons	
	demonstrate an approved style of letter format for personal-business letters	
	demonstrate an approved punctuation style for personal and personal-business letters	
	demonstrate correct addressing of envelopes of various sizes	apply regulations from Canada Post
	demonstrate proper folding techniques for letters to be inserted in envelopes of various sizes	
Essays	demonstrate simple essay format	title page, bibliography, reference identification, and pagination

MODULE 4: REPORTS

Status: Core
Prerequisite: Modules 1 to 3

Purpose: To continue the development of effective typewriting technique and to increase knowledge of production procedures as applied to reports.

Notes: It is recommended that no more than 40% of the instructional time be spent on production.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Basic Techniques		
Work Station	demonstrate proper use and care of work station	
Technique Development	demonstrate proper posture and use of machine and supplies	
Skill Development		
Keyboard Mastery	expand touch typewriting skill and accuracy with phrase, sentence, and average-length paragraphs using alphabetic, numeric and symbol keys improve speed and accuracy through timed drills on phrases, sentences, and paragraphs	For summative evaluation, timings should not exceed 3 minutes with an SI of 1.2 to 1.4.
Production Applications		
Editing Skills	proofread, edit, and correct material applying accepted proofreader's marks practise correct spelling through drills of commonly misspelled words apply rules for typing numbers	
Composition	develop skill in composition at the typewriter at the paragraph level	

TOPIC	LEARNING TASKS	TEACHING NOTES
Reports	demonstrate correct format for formal and informal reports of varying lengths demonstrate correct format for: - title page - quotations within report - main and sub-headings - footnoting and/or references - pagination - bibliography	Use a variety of straight-copy, rough draft, and handwritten source documents.

MODULE 5: LETTERS AND TABLES

Status: Core
Prerequisite: Modules 1 to 3

Purpose: To continue to develop fluency in touch keyboarding, composition, and editing techniques and to improve production skills associated with letters and tables.

Notes: It is recommended that no more than 60% of the instructional class time be spent on production applications.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
<u>Basic Techniques</u>		
Work Station	identify and use parts of the keyboard equipment appropriate to letters, reports, and tables	
Technique Development	demonstrate proper posture and efficient use of equipment and supplies	For summative evaluation, timings should not exceed 3 minutes with an SI of 1.2 to 1.4.
<u>Skill Development</u>		
Keyboard Mastery	improve keyboard speed and accuracy skills	
<u>Production Applications</u>		
Editing Skills	edit copy, using proofreading marks	
	use common abbreviations and acronyms	Develop a list of most common abbreviations and acronyms.
	improve spelling skills	
Composition	develop skill in composition through preparation of personal notes	

TOPIC	LEARNING TASKS	TEACHING NOTES
Business Letters	review format of the business letter prepare business letters using various styles produce business letters and envelopes in mailable form from a variety of source documents	
Tabulations	review format of open tables and demonstrate ability to center columnar material with centered column headings	draft, unedited, and unarranged materials

MODULE 6: MANUSCRIPTS

Status: Core
Prerequisite: Modules 1 to 5

Purpose: To improve keyboarding and production skills in a variety of manuscript applications.

Notes: It is recommended that no more than 60% of class instructional time be spent on production.

TOPIC	LEARNING TASKS	teaching notes
	The student will:	
Basic Techniques		
Work Station	identify and use parts of keyboard equipment appropriate to the production of letters, manuscripts, and tables discuss advantages and disadvantages of certain types of equipment	
Technique Development	demonstrate proper posture and efficient use of equipment and supplies	
Skill Development		
Keyboard Mastery	develop speed and accuracy with particular emphasis on accurate touch keyboarding	For summative evaluation, timings should not exceed 5 minutes with an SI of 1.2 to 1.5.
Production Speed	demonstrate an improved rate on production of manuscripts in mailable form	
Production Applications		
Editing Skills	edit copy, use proofreader's marks and produce mailable copy improve spelling skills	
Composition	build composition skill by summarizing reports and/or letters	newspapers, magazines use overhead; personal experiences
Title Page	prepare various styles of title pages	

TOPIC	LEARNING TASKS	TEACHING NOTES
Multi-page Manuscripts	prepare various multi-page manuscripts from source documents in bound and unbound format	
Footnotes and Referencing	use various styles of footnote format and reference notations apply various abbreviations used in referencing	
Bibliographies	demonstrate skill in applying correct bibliographic format	

MODULE 7: TABLES, BUSINESS FORMS AND FINANCIAL REPORTS

Status: Core
Prerequisite: Modules 1 to 5

Purpose: To improve keyboarding skill with special emphasis on numbers and to develop skill in production of business forms, tables, and financial reports.

Note: It is recommended that no more than 60% of instructional time be devoted to production.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Basic Techniques		
Work Station	identify and use parts of keyboarding equipment appropriate to the efficient production of letters, reports, and tables	
Technique Development	continue to demonstrate proper posture and use of equipment	
Skill Development		
Keyboard Mastery	continue to develop touch keyboarding skills with particular emphasis on numbers and symbols	For summative evaluation purposes, timings should not exceed 5 minutes with an SI of 1.3 to 1.5.
Production Speed	improve rate of production of business forms, tables, and financial reports discuss the purpose and importance of producing accurate and attractive copy	
Production Applications		
Editing Skills	edit and correct material use metric and imperial measure abbreviations use symbols in tabulated copy	 dollar; percent; asterisk
Composition	improve composition skills through the preparation of short memoranda	oral instructions use overhead projector
Business Forms	prepare and use various business forms	invoice, purchase orders, credit memorandum, statement of account

TOPIC	LEARNING TASKS	TEACHING NOTES
Tables	center tables horizontally and vertically in boxed, ruled, and leadered format produce tables using a variety of column heading formats	 block, centered, and braced
Financial Reports	demonstrate efficient production for such basic financial reports as bank reconciliations, statements of income and revenue, and balance sheets	

MODULE 8: BUSINESS CORRESPONDENCE

Status: Core
Prerequisite: Modules 1 to 5

Purpose: To improve keyboarding skill and to develop skill in the production of business correspondence.

Note: It is recommended that no more than 60% of classroom instructional time be devoted to production.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
<u>Basic Techniques</u>		
Work Station	identify and use parts of keyboarding equipment appropriate to the efficient production of letters, reports, and tables	
Technique Development	demonstrate proper posture and use of equipment	
<u>Skill Development</u>		
Keyboard Mastery	increase touch keyboarding skills with particular emphasis on numbers and symbols	
Production Speed	improve rate of production of business correspondence	For summative evaluation, timings should be of 5 minutes duration with an SI of 1.3 to 1.5.
<u>Production Applications</u>		
Editing Skills	edit copy, use proofreader's marks and produce mailable materials demonstrate proper use of possessives and plurals improve spelling skills	
Composition	develop composition skill through the production of short personal/businesss letters and informal notes	Use notes, key sentence, oral instructions for input.
Letter Styles	prepare mailable letters of differing lengths from unedited, unarranged, and handwritten materials in a variety of styles	

TOPIC	LEARNING TASKS	TEACHING NOTES
Special Letter Features	demonstrate and explain the correct use of: - subject/reference lines - attention lines - company signatures - displayed material - quoted material - mailing notations - postscripts - typist's initials - copy references - enclosures - dictator's initials demonstrate procedures for preparing and distributing copies for outgoing correspondence	
Salutations and Closings	apply proper use of status titles such as Ms., Miss, Mr., Mrs., Dr., and Prof. in typed correspondence	
Envelopes and Labels	demonstrate efficient procedures and proper format for preparation of various sizes of envelopes and labels practise correct folding techniques of correspondence for various sized envelopes	
Memoranda	discuss the purpose of interoffice memoranda and demonstrate the efficient use and production of a variety of interoffice communication forms	

MODULE 9: SPECIALIZED PRODUCTION APPLICATIONS

Status: Elective
Prerequisite: Modules 1 to 8

Purpose: To increase keyboarding skill and to develop skill in the production of a wide variety of business, technical, medical, and legal documents.

Note: It is recommended that no more than 60% of instructional time be devoted to production (timed and untimed).

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
<u>Basic Techniques</u>		
Work Station	identify and use parts of keyboarding equipment appropriate to letters, reports, and tables	
Technique Development	demonstrate proper posture and use of equipment	
<u>Skill Development</u>		
Keyboard Mastery	increase touch keyboarding skills with particular emphasis on numbers and symbols	For summative evaluation purposes, skill and production timings should be of a 5 minute duration and an SI of at least 1.5.
Production Speed	improve the rate of production of mailable material from a variety of source documents	
<u>Production Applications</u>		
Terminology	use terms appropriate to the preparation of general, technical, medical, and legal documents	
Editing Skill	edit copy, use proofreader's marks, and produce correct materials apply punctuation rules improve spelling skills	
Composition	improve composition skills through preparation of short speeches and itineraries	oral instructions and various source documents

TOPIC	LEARNING TASKS	TEACHING NOTES
Special Purpose Applications	demonstrate efficient production skill associated with special purpose applications	agenda minutes of meetings resumes itineraries
Technical Applications	demonstrate efficient production skills in the preparation of technical reports and related correspondence	
Medical Applications	demonstrate efficient production skills in the preparation of medical reports and related correspondence	
Legal Applications	demonstrate efficient production skills in the preparation of various legal reports and related correspondence	

MODULE 10: PRODUCTION PROJECTS AND REVIEW

Status: Elective
Prerequisite: Modules 1 to 8

Purpose: To improve keyboarding skills and techniques and to review production applications in a variety of tabulation, report, and letter formats.

Note: This module provides opportunities for teacher-directed reinforcement of the techniques, procedures, and applications necessary to effective production within a business-oriented environment. It is recommended that this module be offered on equipment with text-editing capability.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Skill Development	improve keyboarding speed and accuracy skills demonstrate proper posture and equipment use analyse errors and speed skills	
Production Applications		
Review of Basic Business Typewriting Applications	complete one or more projects which encompass a variety of the following: - manuscripts - memoranda - financial statements - business forms - letters with special notations - technical, medical, and legal documents	Remedial and support material may be necessary
Decision Making	perform the following: - analyse task - prepare supplies and equipment - establish priorities - produce mailable copy from a variety of sources	source documents from print, voice, and tape
Personal Attitudes	demonstrate independent work habits, effective time management skills, and responsibility when responding to direction	

MODULE 11 & 12: PROFESSIONAL APPLICATIONS I & II

Status: Elective
Prerequisite: Modules 1 to 8

Purpose: To provide the student with an opportunity to explore a specialized area of interest such as medical, legal, technical, or petrochemical.

Recommendation: These modules should take advantage of typewriting, dicta-typing, and/or word processing skills. A student can explore more than one career area. These modules should be offered at the 30 level on equipment with text-editing and dicta-typing capability.

Note: Use of the two, 25-hour modules will depend upon the materials chosen for the student. The materials should be as realistic as possible and may be in the form of published simulations or materials developed at the local level.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
<u>Production Applications</u>		
Professional Production Applications	apply typewriting skills to medical, legal, technical, or other professional careers	
Integrated Production Skills	apply proofreading, editing, and composition skills	
Professional Production Standards	demonstrate professional standards related to the efficient production of mailable materials	
Terminology	apply terminology related to specialized areas	
Work Station	improve typewriting, word processing, and/or dictatyping skills demonstrate efficient use of work station, equipment, and supplies discuss the impact of the changing work environment on the productivity of the office worker.	

TOPIC	LEARNING TASKS	TEACHING NOTES
Decision-Making	demonstrate independent work habits, maturity, and responsibility in responding to direction and in the production of assigned material develop and use organization and time management skills explain the value of positive personal interactions as it relates to efficient processing of information assess how to improve productivity	

MODULE 13 & 14: SIMULATION I AND II

Status: Elective
Prerequisite: Modules 1 to 8

Purpose: To provide the student with an opportunity to be involved in activities which simulate office work.

Note: It is recommended that these modules be offered on equipment with text-editing capability. The materials may be in the form of published simulations or materials developed at the local level.

TOPIC	LEARNING TASKS	TEACHING NOTES
	The student will:	
Production Applications		
Integrated Production Applications	demonstrate efficient organization and completions of complex tasks from a variety of sources	
Setting Priorities	demonstrate skill and judgement in establishing appropriate priorities and meeting deadlines	
Office Organization	discuss the interdependence of personnel in relation to the functions within an office environment	
Work Flow	explain how efficient work flow enhances productivity	
Decision-Making	demonstrate appropriate decision-making skills within the simulation(s) demonstrate independent work habits, maturity, and responsibility in responding to direction assess the process and the products of the simulation(s)	

GUIDELINES FOR STUDENT EVALUATION

The business education program deals with cognitive, psychomotor, and affective learning activities.

Evaluating student achievement in these domains is a process which is based on the objectives outlined for each of the modules that have been included in the course. The teacher should determine the expectations for student achievement at the time the course is being planned. A basic guideline for determining student grades is to assign marks in proportion to the time spent on that topic and its relative importance.

If the objectives of a module are vocationally-based, the assessment should be criterion referenced; that is, how much progress has the student made toward the attainment of specific, terminal performance objectives which are generally viewed as desirable in the work place.

If the objectives of the modules are based on general interest, the assessment could be norm referenced; that is, how does the student's performance compare with that of similar groups of students in the province.

Each module includes the PURPOSE, the TOPICS and the LEARNING TASKS. PURPOSE defines the general objective for the module. TOPICS outline the concepts to be studied within the module. LEARNING TASKS reflect the depth and scope for each topic. This wording defines the expected level of understanding or skill the student should attain--MASTERY, APPLICATION, or AWARENESS.

EXPECTATIONS REGARDING CONTENT FOR STUDENT ACHIEVEMENT

MASTERY level is expected if cognitive understanding of topic/learning task is prerequisite to further success, or psychomotor activity should meet a specified standard; or

APPLICATIONS level is expected if cognitive understanding of topic/learning task should be demonstrated or psychomotor activity should meet a specified standard; or

AWARENESS level is expected if cognitive understanding of topic/learning task requires basic understanding (comprehension) or recall (knowledge).

Teachers may modify the level of expectations (MASTERY, APPLICATION, AWARENESS) in order to ensure that the degree of challenge is suitable for the students in the class.

NOTE: Further information regarding student evaluation (i.e., justness, fairness and appeal procedures) may be found in your district's Student Evaluation Policy or Business Education Manual for Administrators, Counsellors and Teachers. In addition, the Typewriting 10-20-30 Curriculum Implementation Manual for Teachers will include recommendations for the allocation of marks (scheduled to be published June, 1986).

LEARNING RESOURCES

The BASIC learning resources are:

FARMER, G.M. et al. Professional Applications in Typewriting. Toronto: Gage Publishing Ltd., 1977 (suitable for Modules 8-11).

FARMER, G.M. et al. Keyboarding: Business Applications. Toronto: Gage Publishing Ltd., 1985 (suitable for Modules 1-9).

LLOYD, A.C. et al. Gregg Typing/Series Seven, Book 1: General Course. (Canadian Edition) Toronto: McGraw-Hill Ryerson Canada Ltd., 1984 (suitable for Modules 1-8 and 10).

LLOYD, A.C. et al. Gregg Typing/Series Seven, Book 2: Advanced Course. (Canadian Edition) Toronto: McGraw-Hill Ryerson Canada Ltd., 1984 (suitable for Modules 6-14).

MILLER, J.W. and WONG, S.M. Words Into Print: Applications in Word Processing and Typewriting. Toronto: John Wiley and Sons Canada Ltd., 1984 (suitable for Modules 9-14).[2]

UBELACKER, S.D. et al. Mastering Keyboarding Skills. Toronto: Copp Clark Pitman Ltd., 1983 (suitable for Modules 1-5).

The RECOMMENDED learning resources are:

_____. Stationery and Business Forms for Professional Typewriting. Toronto: Gage Publishing Ltd., 1977 (suitable for Modules 8-11).

FARMER, G.M. Teacher's Manual for Professional Applications in Typewriting. Toronto: Gage Publishing Ltd., 1977 (suitable for Modules 8-11).

GILCHRIST, S. (ed.) Teacher's Resource Guide of Blackline Masters for use with Keyboarding: Business Applications. Toronto: Gage Publications Ltd., 1985 (suitable for Modules 1-9).

LLOYD, A.C. et al. Learning Guides and Working Papers 1 for Gregg Typing/Series Seven, Book 1: General Course. (Canadian Edition) Toronto: McGraw-Hill Ryerson Ltd., 1984 (suitable for Modules 1-8 and 10).

LLOYD, A.C. et al. Learning Guides and Working Papers 2 for Gregg Typing/Series Seven, Book 1: General Course. (Canadian Edition) Toronto: McGraw-Hill Ryerson Ltd., 1984 (suitable for Modules 1-8 and 10).

LLOYD, A.C. et al. Teacher's Edition - Gregg Typing/Series Seven, Book 1: General Course. (Canadian Edition) Toronto: McGraw-Hill Ryerson Ltd., 1984 (suitable for Modules 1-8 and 10).

LLOYD, A.C. et al. Learning Guides and Working Papers 1 for Gregg Typing/ Series Seven, Book 2: Advanced Course. (Canadian Edition) Toronto: McGraw-Hill Ryerson Ltd., 1984 (suitable for Modules 6-14).

LLOYD, A.C. et al. Learning Guides and Working Papers 2 for Gregg Typing/ Series Seven, Book 2: Advanced Course. (Canadian Edition) Toronto: McGraw-Hill Ryerson Ltd., 1984 (suitable for Modules 6-14).

LLOYD, A.C. et al. Teacher's Edition - Gregg Typing/Series Seven, Book 2: Advanced Course. (Canadian Edition) Toronto: McGraw-Hill Ryerson Ltd., 1984 (suitable for Modules 6-14).

WONG, S.M. and MILLER, J.W. Words Into Print: Applications in Word Processing and Typewriting - Instructor's Manual. Toronto: John Wiley and Sons Canada Ltd., 1984 (suitable for Modules 9-14).[2]

Practice Sets:

ATKINSON, P.S. and CLEMENT, J.E. Medical Office Practice. (Third Edition) Palo Alto, CA.: Southwestern Publishing Company, 1984 (suitable for Modules 11-14).[1]

ATKINSON, P.S. and CLEMENT, J.E. Medical Office Practice - Instructor's Manual. (Third Edition) Palo Alto, CA.: Southwestern Publishing Company, 1984 (suitable for Modules 11-14).[1]

ATKINSON, P.S. and DRAPER, A. Typewriting Office Practice, Top Music. (Second Edition) Toronto: Gage Publishing Ltd., 1982 (suitable for Modules 11-14).[1]

ATKINSON, P.S. Typewriting Office Practice, Top Music, Teacher's Manual. (Second Edition prepared by Andrina Draper) Toronto: Gage Publishing Ltd., 1982 (suitable for Modules 11-14).[1]

MATTHEWS, A.L. et al. Palmetto Insurance Company - The Word Processing Correspondence Secretary: An Office Job Simulation. Palo Alto, CA.: Southwestern Publishing Company, 1981 (suitable for Modules 11-14).[1,2]

MATTHEWS, A.L. et al. Palmetto Insurance Company - The Word Processing Correspondence Secretary: An Office Job Simulation, Employer's Manual. Palo Alto, CA.: Southwestern Publishing Company, 1981 (suitable for Modules 11-14).[1,2]

MCINTOSH, H. et al. Westchester Square Inc. - The Secretary: An Office Job Simulation. (Second Edition) Palo Alto, CA.: Southwestern Publishing Company, 1983 (suitable for Modules 11-14).[1]

MCINTOSH, H. et al. Westchester Square Inc. - The Secretary: An Office Job Simulation, Employer's Manual. (Second Edition) Palo Alto, CA.: Southwestern Publishing Company, 1983 (suitable for Modules 11-14).[1]

REYNOLDS, C. Snow Country Typewriting Practice Set. (Canadian Edition, prepared by Andrina Draper) Toronto: Gage Publishing Ltd., 1980 (suitable for Modules 11-14).[1]

REYNOLDS, C. Manual - Snow Country Typewriting Practice Set. (Canadian Edition, prepared by Andrina Draper) Toronto: Gage Publishing Ltd., 1980 (suitable for Modules 11-14).[1]

Word Processing Applications Software:

BROWN, H.R. Touchtype. Spirit River, Alberta: Software Spirit, 1983 (suitable for all levels).

LISSNER, R. Appleworks. Cupertino, CA.: Apple Computer Inc., 1983 (suitable for all levels).[1]

LOTUS, P. Applewriter IIe. Cupertino, CA.: Apple Computer Inc., 1983 (suitable for all levels).[1]

_____. Bank Street Writer. New York, N.Y.: Scholastic Inc., 1982 (suitable for introductory levels).[1]

_____. Format II Enhanced Version. New York, N.Y.: Kensington Microware, 1982 (suitable for all levels).[1]

_____. Screenwriter II. Coarsegold, CA.: Sierra On-Line Inc., 1983 (suitable for all levels).[1]

Keyboarding Drill Software:

JACKSON, T. et al. Alphabetic Keyboarding. Agincourt, Ontario: Southwestern Publishing Company c/o Gage Publishing, 1983 (suitable for all levels).

CRAWFORD et al. Microcomputer Keyboarding. Agincourt, Ontario: Southwestern Publishing Company c/o Gage Publishing, 1982 (suitable for all levels).

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[1] This resource is also approved for Office Procedures.
[2] This resource is also approved for Word Processing 30.

CORRELATION OF COURSE CONTENT WITH LEARNING RESOURCES

Typewriting Subject Strand

Module	Print Resources						Software Resources
	Gregg Series		Gage		Copp Clark	Wiley	
	Book 1	Book 2	Business	Professional	Keyboarding Skills	Words Into Print	
	Units		Components		Lessons	Chapters	
1	1, 2		1,2,3 App. A		1-25		
2	3,4,5,6 and part of 7		1,2,3,5,7 App. B		18-25 26-50 61-62		
3	8, 9		1,2,3,4,7 App. B,D		55-60 63-75		
4	12, 13		7; Review previous modules App. B,D		76-95 100		
5	10, 11		4; Review previous modules App. B,D		31-36 40-48		
6	14,15 and/or 27, 31,37		7; Review previous modules App. B,D				
7	16,18, and/ 20	29, or 33,39	5, 6 Review App.B,C,D				
8	17,21 and/or 28, 32,38		4, 6 App. B	2 App. A			
9		28, 32,38	4, 8	2,3,4,5		1-12 (selections from)	
10	23,24	or 35,43,46		1,2,3,5,6		- " -	
11		35, 36		7		- " -	
12		41, 42				- " -	
13		43, 46				- " -	
14		47, 48				- " -	
Practice Sets (Modules 11 to 14)	Medical Office Practice Typewriting Office Practice - Top Music Palmetto Insurance Company - The Word Processing Correspondence Secretary Westchester Square Inc. - The Secretary: An Office Job Simulation Snow Country - Typewriting Practice Set						Word Processing Applications Software: Bank Street Writer (suitable for introductory level) Touchtype (suitable for all levels) Appleworks (suitable for all levels) Applewriter IIE (suitable for all levels) Format II (suitable for all levels) Screenwriter II Keyboarding Drill Software: Alphabetic Keyboarding (suitable for all levels) Microcomputer Keyboarding (suitable for all levels)

Notes:
1. Information on proofreading marks is available in textbooks.
2. Typewriting drill books can be used to increase keyboarding skills.
3. Modules 9 to 14 may be taught using a Basic resource, one or more practice sets, or locally developed materials (approved by the local Board).
4. Additional keyboarding software packages have been identified at the supplementary level. Refer to Clearinghouse reports.
5. The basic resources cover the majority of the topics.
6. The above correlations are suggested as guidelines to assist in teacher planning.

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